



CHARLESTON CHARTER SCHOOL FOR MATH AND S

1002 King Street
Charleston, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 6-11 Middle School | |
| Enrollment | 361 Students | |
| Principal | Tamara Kirshtein | 843-720-3085 |
| Superintendent | Dr. Nancy J. McGinley | 843-937-6319 |
| Board Chair | Mr. Chris Fraser | 843-725-7200 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | N/A | N/A |
| 2007 | N/A | N/A |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 13 | 20 | 7 | 1 | 0 |

* Ratings are calculated with data available by 11/09/2011.

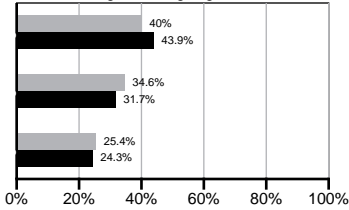
Palmetto Assessment of State Standards (PASS)

Exemplary

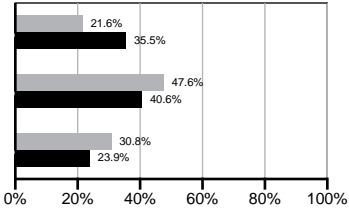
Met

Not Met

English/Language Arts



Mathematics

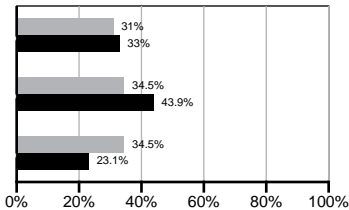


Exemplary

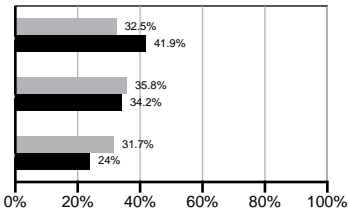
Met

Not Met

Science



Social Studies

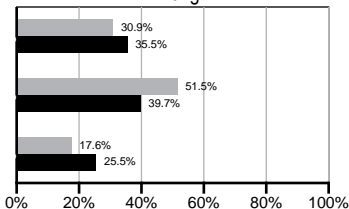


Exemplary

Met

Not Met

Writing



Our school



Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 69.7% | 97.4% |
| English 1 | 100.0% | 96.4% |
| Biology 1/Applied Biology 2 | N/A | 94.8% |
| Physical Science | N/A | 24.5% |
| US History and the Constitution | N/A | 100% |
| All Subjects | 70.6% | 96.5% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=361) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 55.2% | Up from 48.1% | 32.3% | 24.5% |
| Retention rate | 5.0% | Up from 2.8% | 0.4% | 0.7% |
| Attendance rate | 97.8% | Up from 95.9% | 96.2% | 95.9% |
| Served by gifted and talented program | 24.5% | Down from 28.6% | 24.9% | 17.8% |
| With disabilities other than speech | 2.2% | Up from 2.0% | 8.4% | 9.2% |
| Older than usual for grade | 1.9% | Up from 1.7% | 0.9% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 2.8% | Down from 5.4% | 0.4% | 0.4% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=27) | | | | |
| Teachers with advanced degrees | 48.1% | Up from 48.0% | 60.9% | 60.0% |
| Continuing contract teachers | 40.7% | Up from 36.0% | 82.9% | 82.6% |
| Teachers returning from previous year | N/A | N/A | 88.0% | 85.6% |
| Teacher attendance rate | 98.7% | Up from 96.7% | 95.3% | 95.3% |
| Average teacher salary* | \$39,344 | Down 3.1% | \$46,877 | \$46,300 |
| Professional development days/teacher | 8.2 days | Up from 7.8 days | 10.0 days | 9.9 days |
| School | | | | |
| Principal's years at school | 1.0 | Up from 0.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.6 to 1 | Up from 19.1 to 1 | 22.7 to 1 | 21.5 to 1 |
| Prime instructional time | 95.8% | Up from 91.3% | 90.4% | 90.1% |
| Opportunities in the arts | Good | No Change | Excellent | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 95.0% | Up from 84.8% | 99.2% | 98.1% |
| Character development program | Good | Up from Average | Excellent | Good |
| Dollars spent per pupil** | \$8,564 | Down 8.4% | \$7,026 | \$7,634 |
| Percent of expenditures for instruction** | 48.0% | Down from 66.0% | 65.1% | 64.0% |
| Percent of expenditures for teacher salaries** | 46.4% | Down from 46.7% | 63.5% | 61.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

CCSMS began its 3rd year on Aug. 18, 2010, with an enrollment of 373 students in grades 6–11. At the end of the school year, there were 357 students. There were 26 full-time and one part-time teacher on staff; the school met professional certification requirements. PTO membership for both faculty & parents was 100%.

A standard middle school curriculum includes high school credit courses in Algebra I, Spanish I, and French I. Both middle and high school curriculums were supplemented with a two-week Spring Term, which included concentrated classes in math & sciences with career exploration. Students received ½ high school credit for successfully completing the course. Art & music classes were led by artists-in-residence. Electives offered included creative writing, public speaking, theater, show choir, forensics, personal finance, and marine science. Ninth graders were enrolled in Physical Science, Algebra 1 or Geometry, English 1, Global Studies, Spanish I or French I, and PE. Career Cluster classes included PLTW Engineering, PLTW Biomedical, and YES Carolina! Business Entrepreneurship. We added Medical Interventions & Digital Engineering through PLTW for 11th graders. 100% of 8th-11th graders participated in Individualized Graduation Plan (IGP) meetings. Students continue to perform and show growth in 4 core curriculum areas as measured through PASS and EOC exams. We have a 90% pass rate on the HSAP exam.

We began an Afternoon Academy for grades 6-11 to provide small group tutoring. Scholarships were offered to those families unable to pay for these services. Teachers offered individual study sessions at no cost. An after-school activity period included clubs such as Academic Bowl & Student Government. Before school, students have access to computer labs & academic assistance. Extracurricular activities included a Science & Math night, an anti-bullying kick-off, guest speakers such as Obama-appointee Secretary Darcy of the Army Corps of Engineers, author Lenell Geter, & Invisible Children from Uganda. Student-led food drives yielded 1,070 meals. CCSMS is a member of the SCHSL; teams in basketball, tennis, volleyball, cross-country and soccer participated at the JV & varsity levels. The Athletic Booster Club & PTO held several fund-raising activities to support the athletic program. Honors received included Regional Girls volleyball champions, Lower State Boys Soccer Champions, State-wide Essay Contest Winners, student presenters at the SC Science Council, SC charter school teacher of the year, & meeting AYP 3 years consecutively.

Each classroom has a SmartBoard. The school also has 4 classroom sets of 20 laptop computers and 60 iPad touches. CCSMS utilizes staff & student email accounts, online grade-book, and AlertNow for communication. A lottery was held in January to select new students for 2011-2012 and has a waiting list of 100+ for 6th grade. The student population in grades 6-12 for 2011-2012 is projected to be 445 students.

We will be adding Teacher Cadet Teaching Math & Science in 2011-2012. The greatest challenge thus far has been implementing a quality education that is based on both the students' responsibility for their own learning and their being fully engaged in the learning process.

Tamara Kirshtein, Principal; Caryn Vedane, Board President---Charleston Charter School for Math and Science, 1002 King Street, Charleston, SC 29403

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | N/A | N/A | N/A |
| Percent satisfied with learning environment | N/A | N/A | N/A |
| Percent satisfied with social and physical environment | N/A | N/A | N/A |
| Percent satisfied with school-home relations | N/A | N/A | N/A |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 2.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2% | 4.4% |

| | | | |
|---|------------|-----------------|---------------------|
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 57.8% | 0.0% | No |
| Student attendance rate | 97.8% | 94.0%** | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 202 | 100 | 25.5 | 34.8 | 39.7 | 85.3 | 83.1 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 112 | 100 | 26 | 40 | 34 | 83 | 79.9 | 78.7 | N/A | N/A |
| Female | 90 | 100 | 25 | 28.6 | 46.4 | 88.1 | 86.6 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 95 | 100 | 19 | 22.6 | 58.3 | 92.9 | 94.8 | 88.9 | Yes | Yes |
| African American | 105 | 100 | 31.6 | 45.9 | 22.4 | 78.6 | 71.9 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 96.3 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 78 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 42.6 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | I/S | I/S | I/S | I/S | 76.9 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 99 | 100 | 36 | 40.4 | 23.6 | 77.5 | 72.9 | 75.4 | No | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 202 | 100 | 31 | 47.8 | 21.2 | 83.7 | 82.8 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 112 | 100 | 26 | 51 | 23 | 87 | 81.1 | 79.9 | N/A | N/A |
| Female | 90 | 100 | 36.9 | 44 | 19 | 79.8 | 84.6 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 95 | 100 | 14.3 | 54.8 | 31 | 91.7 | 94.9 | 88.9 | Yes | Yes |
| African American | 105 | 100 | 45.9 | 42.9 | 11.2 | 76.5 | 70.9 | 71.4 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 97.4 | 94.6 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 79.2 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 93.8 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 40.8 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | I/S | I/S | I/S | I/S | 78.8 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 99 | 100 | 44.9 | 41.6 | 13.5 | 77.5 | 72.7 | 74.9 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 130 | 100 | 34.8 | 34.8 | 30.4 | 65.2 | 69.2 | 68.6 |
| Gender | | | | | | | | |
| Male | 71 | 100 | 30.6 | 38.7 | 30.6 | 69.4 | 68.4 | 68.3 |
| Female | 59 | 100 | 39.6 | 30.2 | 30.2 | 60.4 | 70 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 57 | 100 | 18.8 | 33.3 | 47.9 | 81.3 | 90.4 | 80.7 |
| African American | 71 | 100 | 47.7 | 35.4 | 16.9 | 52.3 | 48.4 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 88.2 | 85.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 63.3 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 3 | I/S | I/S | I/S | I/S | I/S | 30.6 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | I/S | I/S | I/S | I/S | 60.4 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 69 | 100 | 49.2 | 34.4 | 16.4 | 50.8 | 51.8 | 57.3 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students | 133 | 100 | 31.7 | 35.8 | 32.5 | 68.3 | 75.5 | 72.5 |
| Gender | | | | | | | | |
| Male | 76 | 100 | 25.8 | 34.8 | 39.4 | 74.2 | 74.4 | 72 |
| Female | 57 | 100 | 38.9 | 37 | 24.1 | 61.1 | 76.6 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 61 | 100 | 13.5 | 32.7 | 53.8 | 86.5 | 91 | 81 |
| African American | 71 | 100 | 46.3 | 38.8 | 14.9 | 53.7 | 60.4 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 93.3 | 89 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 69 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 83.3 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 4 | I/S | I/S | I/S | I/S | I/S | 36.9 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | I/S | I/S | I/S | I/S | 70.5 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 66 | 100 | 50.8 | 32.2 | 16.9 | 49.2 | 61.8 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 70 | 100 | 17.4 | 50.7 | 31.9 | 82.6 | 75.8 | 73.2 | 97.9 | 96 |
| Gender | | | | | | | | | | |
| Male | 38 | 100 | 21.6 | 54.1 | 24.3 | 78.4 | 70.7 | 67.2 | 97.8 | 95.9 |
| Female | 32 | 100 | 12.5 | 46.9 | 40.6 | 87.5 | 81.1 | 79.4 | 98 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 30 | 100 | 3.2 | 45.2 | 51.6 | 96.8 | 90.8 | 81.5 | 97.7 | 96.1 |
| African American | 40 | 100 | 28.9 | 55.3 | 15.8 | 71.1 | 61.3 | 61.3 | 98.1 | 95.8 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85.4 | 87 | N/A | 96.9 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 69.4 | 66.7 | 97.8 | 96 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 95.9 |
| Disability Status | | | | | | | | | | |
| Disabled | 3 | I/S | I/S | I/S | I/S | I/S | 23.9 | 26 | 97.5 | 94.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 98 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 67.9 | 65.7 | 97.8 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 32 | 100 | 33.3 | 53.3 | 13.3 | 66.7 | 62.2 | 63.2 | 97.8 | 95.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 38 | 100 | 13.9 | 47.2 | 38.9 | 86.1 |
| | 7 | 66 | 100 | 32.3 | 16.1 | 51.6 | 67.7 |
| | 8 | 61 | 100 | 25 | 45 | 30 | 75 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 72 | 100 | 21.5 | 38.5 | 40 | 78.5 |
| | 7 | 61 | 100 | 25.5 | 37.3 | 37.3 | 74.5 |
| | 8 | 69 | 100 | 29.4 | 29.4 | 41.2 | 70.6 |
| Mathematics | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 38 | 100 | 27.8 | 50 | 22.2 | 72.2 |
| | 7 | 66 | 100 | 35.5 | 45.2 | 19.4 | 64.5 |
| | 8 | 61 | 100 | 35 | 60 | 5 | 65 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 72 | 100 | 24.6 | 55.4 | 20 | 75.4 |
| | 7 | 61 | 100 | 41.2 | 31.4 | 27.5 | 58.8 |
| | 8 | 69 | 100 | 29.4 | 52.9 | 17.6 | 70.6 |
| Science | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 19 | 100 | 41.2 | 47.1 | 11.8 | 58.8 |
| | 7 | 66 | 100 | 27.4 | 38.7 | 33.9 | 72.6 |
| | 8 | 31 | 100 | 26.7 | 43.3 | 30 | 73.3 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 35 | 100 | 41.9 | 45.2 | 12.9 | 58.1 |
| | 7 | 61 | 100 | 33.3 | 29.4 | 37.3 | 66.7 |
| | 8 | 34 | 100 | 30.3 | 33.3 | 36.4 | 69.7 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 19 | 100 | 15.8 | 36.8 | 47.4 | 84.2 |
| | 7 | 66 | 100 | 41.9 | 33.9 | 24.2 | 58.1 |
| | 8 | 30 | 100 | 33.3 | 53.3 | 13.3 | 66.7 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 37 | 100 | 14.7 | 50 | 35.3 | 85.3 |
| | 7 | 61 | 100 | 47.1 | 27.5 | 25.5 | 52.9 |
| | 8 | 35 | 100 | 25.7 | 34.3 | 40 | 74.3 |
| Writing | | | | | | | |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 38 | 97.4 | 14.3 | 45.7 | 40 | 85.7 |
| | 7 | 66 | 100 | 16.1 | 46.8 | 37.1 | 83.9 |
| | 8 | 61 | 98.4 | 8.5 | 55.9 | 35.6 | 91.5 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | 70 | 100 | 17.6 | 51.5 | 30.9 | 82.4 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample